

MITCHELL ROAD ELEMENTARY

4124 East North Street
Greenville, SC 29615

GRADES K-5 Elementary School

ENROLLMENT 607 Students

PRINCIPAL Brenda D. Byrd 864-292-7737

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	58	6	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes

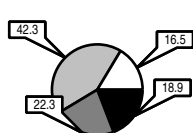
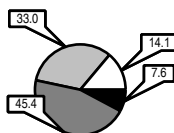
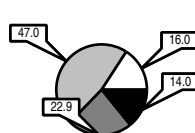
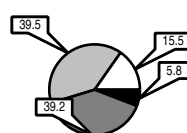
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	316	100.0	13.9	32.5	44.7	8.8	63.4	Yes	Yes
Gender									
Male	143	100.0	17.6	35.9	39.7	6.9	55.0		
Female	173	100.0	11.0	29.9	48.8	10.4	70.1		
Racial/Ethnic Group									
White	167	100.0	1.8	25.6	58.5	14.0	79.3	Yes	Yes
African-American	110	100.0	28.6	39.8	28.6	3.1	44.9	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	37.0	40.7	22.2	0.0	29.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	278	100.0	10.7	32.1	48.9	8.4	67.6		
Disabled	38	100.0	39.4	36.4	12.1	12.1	30.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	316	100.0	13.9	32.5	44.7	8.8	63.4		
English Proficiency									
Limited English Proficient	13	100.0	50.0	30.0	10.0	10.0	20.0	I/S	I/S
Non-Limited English Proficient	303	100.0	12.6	32.6	46.0	8.8	64.9		
Socio-Economic Status									
Subsidized meals	124	100.0	26.9	35.2	36.1	1.9	48.1	Yes	Yes
Full-pay meals	192	100.0	6.4	31.0	49.7	12.8	72.2		

Mathematics - State Performance Objective = 15.5%									
All Students	316	100.0	16.3	41.7	22.0	20.0	57.3	Yes	Yes
Gender									
Male	143	100.0	17.6	42.7	21.4	18.3	55.0		
Female	173	100.0	15.2	40.9	22.6	21.3	59.1		
Racial/Ethnic Group									
White	167	100.0	5.5	29.9	31.1	33.5	80.5	Yes	Yes
African-American	110	100.0	34.7	52.0	10.2	3.1	25.5	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	18.5	70.4	11.1	0.0	29.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	278	100.0	12.6	43.5	23.3	20.6	60.3		
Disabled	38	100.0	45.5	27.3	12.1	15.2	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	316	100.0	16.3	41.7	22.0	20.0	57.3		
English Proficiency									
Limited English Proficient	13	100.0	20.0	60.0	10.0	10.0	30.0	I/S	I/S
Non-Limited English Proficient	303	100.0	16.1	41.1	22.5	20.4	58.2		
Socio-Economic Status									
Subsidized meals	124	100.0	25.0	54.6	13.9	6.5	33.3	Yes	Yes
Full-pay meals	192	100.0	11.2	34.2	26.7	27.8	71.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	112	100.0	7.7	30.8	53.8	7.7	61.5
	Grade 4	104	100.0	17.9	47.4	32.6	2.1	34.7
	Grade 5	107	100.0	25.8	52.7	20.4	1.1	21.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	112	100.0	13.9	26.9	47.2	12.0	59.3
	Grade 4	104	100.0	12.1	32.3	48.5	7.1	55.6
	Grade 5	100	100.0	17.7	44.8	35.4	2.1	37.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	112	99.1	7.7	44.2	26.0	22.1	48.1
	Grade 4	104	100.0	13.7	51.6	14.7	20.0	34.7
	Grade 5	107	100.0	20.4	40.9	25.8	12.9	38.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	112	100.0	16.7	48.1	24.1	11.1	35.2
	Grade 4	104	100.0	14.1	33.3	24.2	28.3	52.5
	Grade 5	100	100.0	17.7	47.9	17.7	16.7	34.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 607)				
First graders who attended full-day kindergarten	95.7%	N/C	100.0%	100.0%
Retention rate	3.3%	Down from 3.9%	2.5%	2.7%
Attendance rate	96.4%	No change	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%		3.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%		2.6%	3.5%
Eligible for gifted and talented	23.8%	Up from 23.7%	20.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Down from 7.1%	7.6%	8.2%
Older than usual for grade	0.5%	Up from 0.2%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	70.3%	Up from 68.3%	55.0%	51.4%
Continuing contract teachers	94.6%	Up from 87.8%	90.3%	87.5%
Highly qualified teachers**	93.5%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.0%	Down from 88.4%	89.0%	86.7%
Teacher attendance rate	96.0%	Down from 98.1%	95.0%	94.9%
Average teacher salary	\$44,729	Up 3.0%	\$41,933	\$40,760
Prof. development days/teacher	14.7 days	Up from 12.9 days	11.5 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.0 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.7%	Down from 94.1%	90.4%	90.0%
Dollars spent per pupil*	\$5,399	Down 3.3%	\$5,686	\$6,044
Percent of expenditures for teacher salaries*	67.9%	Down from 69.1%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**GOALS AND OBJECTIVES**

The Mitchell Road Elementary faculty, staff, and community developed a comprehensive strategic plan outlining three main goals for our school: (1) Improve student achievement in Mathematics and English/Language Arts. (2) Provide a school environment supportive of learning. (3) Provide opportunities for parental involvement to enhance student success.

Goals were written to address specific school needs and components of the school district's Education Plan. The School Improvement Council along with school personnel regularly review the progress made in achieving these goals.

ACCOMPLISHMENTS

Mitchell Road Elementary School has experienced a high level of success over the past several years. It has been named a National Blue Ribbon School of Excellence, a Carolina First Palmetto's Finest School, an Exemplary Writing School, and a model technology demonstration site. The school and PTA recently purchased twenty-eight new computers for the computer lab to provide students access to current technology. Also, all classrooms received updated wall maps to support social studies instruction. School staff and community members participated in new mentoring programs for students needing assistance in academic or social development. This was very successful, and plans are in place to continue this in the future. The school's courtyard has been developed into a science environmental area with the support of grants, PTA, and community participation. It contains a koi fishpond, weather station, butterfly garden, vegetable garden, and other landscaped areas.

PLANS FOR THE FUTURE

The faculty and staff along with the community will continue to utilize the school's strategic plan to guide the direction of the school. The active involvement of the school's PTA helps provide integral programs that benefit all children. We will strive to increase that involvement so that more children may profit from their efforts. Our school would also like to establish additional business partnerships in order to benefit our students. We recognize the importance of community involvement in the school and the impact that it can have on student success.

Brenda D. Byrd, Principal
Amy Mahon, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	95	45
Percent satisfied with learning environment	91.7%	89.5%	88.9%
Percent satisfied with social and physical environment	97.1%	93.6%	88.9%
Percent satisfied with home-school relations	97.2%	91.5%	77.8%

*Only students at the highest elementary school grade level at this school and their parents were included.